DOCUMENT RESUME

ED 158 650 HE 010 346

AUTHOR Cox, Roy; And Others
TITLE An Analysis of Course Objectives Activities and Assessment: A Case Study of a Course for Teachers in General Practice. Occasional Paper.
INSTITUTION London Univ. (England). Inst. of Education.
PUB DATE [72]
NOTE 24p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Affective Objectives; *Behavioral Objectives; *Cognitive Objectives; *Course Objectives; Elementary Secondary Education; Higher Education; Learning Activities; *Models; Student Evaluation; *Teaching Guides

ABSTRACT

A model is presented to help educators develop course objectives. The analysis begins with a summary of the approach to general practice teaching on which the course is based. Other topics examined are the approach to the content of the trainee year, teaching and management of learning, and the organization of the practice and the community setting for teaching. For each of these areas assumptions and values are listed, and objectives are separated into attitudes, knowledge, and skills. Learning activities are related to objectives, and what is to be assessed and methods of assessment are also listed in columns in the outline. Criticisms of behavioral objectives, the level of generality of objectives, and different educational uses of specifications of objectives are discussed. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED158650

UTMU
University Teaching Methods Unit

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Univ of London
Dept of Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

HE 010 346

University Teaching Methods Unit
University of London Institute of Education
55 Gordon Square London WC1H 0NT

OCCASIONAL PAPER

AN ANALYSIS OF COURSE OBJECTIVES ACTIVITIES AND ASSESSMENT:

A CASE STUDY OF A COURSE FOR TEACHERS IN GENERAL PRACTICE

By ROY COX and SEPPO KONTIAINEN in co-operation with RUTH BEARD, PETER HIGGINS and NICOLAS REA

1. Introduction

All courses have some statement of intent. In the past they were generally brief but now they have a tendency to be rather longer and more detailed. Even if course tutors or organisers are not convinced of the need for detailed behavioural objectives there is a growing awareness of the problems generated out of 'the existence of large numbers of elective courses with names cryptic and catalogue descriptions opaque, as far as students are concerned' (Schwab 1969). Generally people now - and especially young people - are less accepting of 'tradition' as a justification for either the existence of courses or the way in which they are run; they want to know the assumptions and values on which they are based and their relevance to a whole range of social, personal and educational issues. Prospective members of courses want to know more about what sort of experiences they will have and what they might be expected to have achieved by the end of it.

As long ago as 1953 the Association of American Medical Colleges produced a 'Statement' of the objectives of medical education. Three years later Bloom and others published the first volume of the now classic 'Taxonomy of Educational Objectives'. But although the literature has increased enormously since then it is still not common to find courses with detailed analysis of their objectives. The report of a Conference of Objectives in Higher Education (1969) gave examples of objectives from a wide range of courses and the recent 'Handbook' by Bloom, Hastings and Madaus (1971) gives an even wider range from all levels of education. Beard (1972) discusses the central position objectives have in recent thinking about teaching and learning in higher education, yet still there are many areas

where course organisers could find few if any models which they could develop and modify for their own purposes[1]. But developing course objectives without such help is very time consuming and although the process itself can be useful in coming to understand just what your course is about it is probably unrealistic to expect it to become widespread if models from similar courses are not available.

What is needed is that many models should be widely available so that course organisers can read some from subjects which may not be closely related in order to get an idea of the range of possible ways of going about it and some from very similar courses which will give them a basis from which to develop their own specific objectives. We hope that this analysis will be of some general interest as a model as well as being of more particular use in teacher education and general practice.

2. The use of objectives

It is not yet very clear which are the most appropriate ways of using specifications of objectives. They have in fact been criticised for encouraging an atomistic compartmentalisation and it is certainly easy to see many as merely a list which appears to bear little relationship to the 'logic of the subject' and gives very little guidance as to logical sequencing and structuring of the course. Although it is worth remembering that it is not always best, from the point of view of learning motivation, to concentrate exclusively on logically prior groundwork in introducing courses, nevertheless the logical structure is an important aspect of course design which is not generally a feature of statements of objectives. On the other hand it may be that the objectives clearly and fully set out

[1] A design of a course for graduate teachers of biology by D. Dallas and D. W. Piper to be published soon was influential in the analysis of this course.

would be a very useful basis from which to begin this different type of task.

Behavioural objectives have been criticised too for introducing a rigid mechanistic approach to education. If we value education in terms of 'the quality of life that it fosters, the opportunities for experience and exploration it provides, the concern for growth, for enrichment and for culture that it exemplifies' (Pace 1972), the behavioural language of some objectives writers can appear to be working with the wrong sort of analogies - concerned more with the question 'what does your machine produce?' than with 'how does your garden grow?'. This has led one writer on the Arts side to make the distinction between 'instructional objectives' and 'expressive objectives' (Eisner 1969). The former fit a 'behavioural engineering' view of education as acquiring established knowledge and skills, the latter is concerned with modifying and expanding the cultural tools that are at present available. An expressive objective does not specify the behaviour to be learned, it identifies situations and problems for exploration, expecting a diversity of responses. These might be criticised as being learning activities rather than objectives but they do at least encourage an openness to diversity without a total rejection of the objectives approach and might lead to deeper consideration of the values of different degrees of prescription of criteria.

Using objectives depends too on the level of generality at which they are written. If we try to express objectives in terms of what students should be able to do at the end of the course which they could not do at the beginning, and in a way which will enable a precise measurement to be made it will involve complex specifications of the type of student response, the level of accuracy or detail and the conditions under which it should be done. In many situations it is important to do this, especially where a formal assessment is necessary, but where general guide lines for a course are

wanted the detail can be confusing. Distinctions have been made between an 'aim', a 'remote end for the guidance of educational activity' and 'objectives' which describe what they should 'know, be able to do, prefer or believe'. But there is no reason why many levels of decision making should not be associated with different levels of objectives.Goodlad (1966) gives three : 'instructional', 'institutional' and 'societal'.

Niblett & Pole (1972) distinguish different areas in which objectives have been studied such as curricula, methods of teaching and learning in particular subjects, the history of changing objectives, institutional organisation and subject and institutional comparisons and discuss the general background to thinking about objectives in Britain.

In some sections of this analysis the objectives are fairly close to specific learning objectives and might be used directly in relation to specific sessions with little further elaboration. Other sections, however, are much too general to be of much help for detailed planning. 'The ability to use' a particular teaching technique such as the lecture 'effectively in relation to different objectives' would need to be analysed into more particular 'enabling' objectives such as creating and maintaining interest, organisation, the use of aids, voice production etc. In this case a fairly standard 'package' of objectives might be easily modified to fit the needs of the course, and might be left almost entirely to 'specialists' responsible for particular sessions, but if these are not present whenever the topic arises the detailed objectives should be available and used if they can contribute to a better balanced and more comprehensive coverage of what the course members might be expected to achieve.

This particular analysis then cannot be used as a blueprint for a course. It says very little, explicitly at least, about the logic of the subject or the most appropriate sequencing for the best learning strategy but we believe it does set out the basic data about the course which is necessary for making these decisions.

3. The Structure of the Analysis

3.1 Main Categories

All courses are multi-dimensional and the dimensions are related in complex ways; any organisation must therefore be a somewhat arbitrary simplification even though it may still appear highly complex. Occasionally repetition can only be avoided by making it more arbitrary and a compromise is often necessary. Nevertheless, the end result should present the course organiser with a much more coherent basis for planning the course.

This analysis goes further towards a course plan than many statements of objectives. Not only are activities related to objectives together with an outline of what is to be assessed and by what methods, but assumptions and underlying values and general orientation of the approach are summarised. These are by no means exhaustive but they serve as a guide and perhaps a warning about what to expect. Some of the objectives can be understood better if they are seen in relation to these values. The general assumptions and values are not repeated before each aspect although they are often relevant.

This analysis begins with a general summary of the approach (first aspect) so that the other aspects can be seen from this overall viewpoint. These are nearer to 'topics' than many other statements of objectives in order to make

it closer to a course plan and so that knowledge, skill and attitude components of the course could be seen more clearly in relation to particular aspects of the course and not as having the appearance of an independent existence. There was a tendency to see the second aspect 'approach to the content of the trainee year' as very similar to an account of the trainee year itself, but it is, in fact, a 'course design' section although some problems generally associated with this do not occur when planning for individual trainees.

The third aspect 'teaching and management of learning' is a particularly broad one and although it might have been broken into a number of aspects it seemed closer in the reality of the course to treat it as a whole. One problem with broad sections is that some aspects may not get so much emphasis as they would in a separate section. The biology teachers' analysis made 'insight on own performance' a separate aspect. We felt that such insight would be a very integral part of teaching and the management of learning and have put it in that aspect but this may have the unintended consequence of suggesting it is a less significant feature.

The fourth aspect concerns the organisation of the practice and community setting for teaching - making the most effective use of the resources of both the practice and the wider community.

3.2 Objectives Activities and Assessment

Within 'aspects' there is a preliminary section in which the assumptions and values are set out.

3.2.1 Objectives Column

Objectives are separated into attitudes, knowledge, and skills and there

is a different layout for the attitude objectives. It was felt that 'negative' attitudes were more important than misinformation or 'wrong' skills and so we have incorporated the 'away from-towards' format. This may lead readers to expect them to be symmetrical but this can cause undue repetition and we have not attempted to make each attitude objective defined in terms of two opposite poles.

3.2.2 Activities Column

The relationship between objectives and methods of teaching and learning is not as yet very well understood despite a considerable accumulation of research so that the links between particular objectives and activities are often suggestions rather than established recommendations. Even within the limitations of our knowledge, however, it is clear that certain types of activity are more suitable for some objectives than others, especially if the objectives are divided into attitude, skill and knowledge components. It is unrealistic, however, to always look for discrete activities - many can serve a range of objectives but if it is not clear just what that range is, their potential may not be realised. This analysis as it stands is only rather a crude checklist to be considered when looking for ways of achieving objectives.

3.2.3 Assessment Columns

The two assessment columns,'what is to be assessed'and'methods of assessment' reveal some problems which may not be encountered by many other courses. The former is not redundant partly because many of our objectives are not behavioural or instructional in Eisners sense and partly because our opportunities for assessment are limited. There is no certificate awarded and although course members work hard and produce documents and reports

these are usually group products. Conventional essays, tests and examinations would be too intrusive. The time limits, moreover, prevent the wide use of individual evaluation of teaching. The assessment of teaching skills are therefore mainly limited to group comments on various examples of teaching. But not all the limitations of the assessments that are actually used can be attributed to the particular constraints of the course, It was not until the objectives were set out in detail that it became clear that we were attempting so much that was not adequately assessed: analyses of this type do not very easily take account of priorities,but it did draw our attention to the need for re-thinking so that what actually happens might be nearer to the ideals expressed in such analyses.

4. AN ANALYSIS OF COURSE OBJECTIVES, ACTIVITIES AND ASSESSMENT:

A COURSE FOR TEACHERS IN GENERAL PRACTICE

ASPECT 1 Summary of approach to general practice teaching - role of trainer, role of trainee

This first aspect gives an over all summary of the approach to general practice teaching on which the course is based. It is meant to be comprehensive and to give a general framework of the detailed specification, which is set out in aspects 2, 3 and 4.

1.1 ASSUMPTIONS

1. Trainers' primary vocation not teaching but general practice.
2. Prior experience of being taught mainly didactic and authoritarian.
3. Prior experience of teaching, if any, mainly limited to unstructured apprentice supervision.
4. Primary teaching interest is with trainees but some concerned with students and other social and medical workers.
5. Trainers will have differing expectations of the course, differing attitudes to teaching and general practice and differing capacity for change.
6. Most trainers uncertain of their roles as teachers.

1.2 VALUES AND GENERAL ORIENTATION OF THE COURSE

1. Many possible teaching roles for trainers.
2. Practical rather than theoretical.
3. Active participation.
4. Not didactic.
5. Enjoyable experience.
6. Emphasis on emotional and social aspects of general practice medicine.
7. High standards of special knowledge and skills needed for efficient general practice.
8. Importance of analysing the roles and objectives of general practice in relation to planning the programme for the trainee year.
9. Factual knowledge important but not the main emphasis of the course.
10. Emphasis on group work as the main teaching/learning activity of the course.
11. Wide opportunity for course members to learn from communicating with each other.

1.3 AIMS AND OBJECTIVES ATTITUDES to be encouraged by course KNOWLEDGE to be learned on course SKILLS to be learned on course	1.4 ACTIVITIES General activities for attitudes knowledge and skills which apply to all or most objectives are in capitals. Those which apply to particular objectives only are in small type	1.5 WHAT IS TO BE ASSESSED	1.6 METHODS OF ASSESSMENT (General methods in capitals - particular in small type)
ATTITUDES Away from: 1. Seeing trainer's role primarily as employer (concerned with satisfactory performance of routine duties) or colleague (with little responsibility for teaching) or as subject expert (whose role is to tell what he knows). Towards: 2. Seeing trainer's role as involving: A concern for teaching as an activity involving sensitivity to interpersonal relations and emotional social and intellectual needs and abilities. 3. Acceptance of the need to plan and organise a comprehensive programme for the trainee and to monitor its progress throughout. 4. A concern for flexible use of varied techniques. 5. A willingness to experiment and change in response to new situations. 6. A willingness to see general practice teaching within the broad context of society's changing needs and those of individual patients. 7. Concern for trainee's views of general practice as a future career.	RESIDENTIAL WEEK-END AND THE ENTIRE COURSE. LECTURES FROM STAFF AND VISITORS. GROUP DISCUSSION AND REPORTING. DEMONSTRATIONS. ROLE PLAY. FILM, TAPES, ETC. PROJECTS. SYNDICATES. (Details under aspects 2, 3 & 4)	How far the course has influenced attitudes, knowledge and skills. (Details under aspects 2, 3 & 4)	ATTITUDE QUESTIONNAIRES. INTERVIEWS. PRACTICAL TEACHING AND COMMENTS ON OTHERS' TEACHING. OBSERVATION OF GROUP WORK AND DISCUSSION. GROUP AND INDIVIDUAL REPORTS. (Details under 2, 3 & 4)

1.3 AIMS AND OBJECTIVES	1.4 ACTIVITIES	WHAT IT IS TO BE ASSESSED	1.6 METHODS OF ASSESSMENT
KNOWLEDGE 8. Knowledge of educational objectives, individual and group behaviour, methods of teaching, management of learning, organisation of the practice and community health service, and assessment in the context of general practice education.			
SKILLS 9. Skill in analysing objectives, selecting and using suitable and varied teaching and assessment methods. 10. Ability to develop an efficient practice and community organisation for teaching and learning. 11. Ability to develop self-awareness and skill in interpersonal relationships and apply these to the role of trainer.			

ASPECT 2 Approach to content of trainee year.

Aspect 2 concerns the approach to the content of the trainee year, it is not meant give an account of what that content should be; nor is it concerned with how the content should be organised and learned by the trainee - this is in aspect 3; nor with how the practice itself and other local community facilities should be developed and used - this is in aspect 4. Plainly the specification of objectives, the analysis of needs and the involvement of the trainee in this activity is not completely separate from questions of learning, teaching and curriculum or programme planning but there are enough differences to make it a separate aspect of the course.

2.1 ASSUMPTIONS

1. Course members very varied in experience and degree to which they have thought about content.

2. Probably little systematic analysis.

2.2 VALUES AND GENERAL ORIENTATION OF THE COURSE

1. Need for both comprehensive general schema of objectives and tailoring to fit individual needs.

2.3 AIMS AND OBJECTIVES	2.4 ACTIVITIES	2.5 WHAT IS TO BE ASSESSED	2.6 METHODS OF ASSESSMENT
ATTITUDES Away from: 1. Regarding 'objectives' merely as a list of subject headings. 2. Belief in ad hoc exposure instead of planning. 3. Regarding own ideas, patients and practices as entirely adequate. 4. Limited horizon of role of general practice. 5. Belief that using same approach for all trainees is adequate. Towards: 6. Interest in analysing with the trainee their intellectual, social and emotional needs and objectives and willingness to do so. 7. Readiness to involve trainees in planning and defining objectives of the trainee year. 8. Willingness to develop and keep up to date medical knowledge and skills essential to good teaching.	READING EXAMPLES OF OBJECTIVES, SHORT LECTURES, GROUP DISCUSSION, GROUP DISCUSSION WITH TRAINEES, GROUP FORMULATION OF OBJECTIVES INDIVIDUAL FITTING TO NEEDS OF OWN TRAINEE - CASE STUDIES.	How far the course has influenced members in relation to attitude objectives.	ATTITUDE QUESTIONNAIRES. INTERVIEWS. OBSERVATION.
KNOWLEDGE 9. Knowledge of: Existing specifications of content. 10. Methods of selection and organisation of content. 11. Knowledge, skills and attitudes necessary for general practice but not previously acquired.		No direct assessment of knowledge (only as indicated in group and individual reports and in discussion).	Written reports of new or amended objectives. Observation of group discussion.

2.3 AIMS AND OBJECTIVES	2.4 ACTIVITIES	2.5 WHAT IS TO BE ASSESSED	2.6 METHODS OF ASSESSMENT
12. Local facilities - hospital, local authority, health and social services, voluntary services. 13. Resources and limitations of own practice. 14. New developments in medicine.			
SKILLS			
15. Ability to make specific analyses of the various tasks of the general practitioner as an aid to teaching	Group task analyses.	Analysing medical tasks.	Observation of group discussion. Written group and individual reports.
16. Ability to formulate, select and criticise objectives (for trainees in general) 17. To select objectives for individual trainee's needs.		Formulation and criticism of general objectives fitting to individual needs.	
18. Ability to liaise with colleagues in medical and non-medical areas to broaden the scope of the content of the trainee year.	Interdisciplinary group discussion.	Ability to liaise with colleagues.	Assessed only in relation to trainer's ability to discuss liaison issues and through observation and assessment of interdisciplinary group discussion.

ASPECT 3 Teaching and Management of Learning

This aspect concerns the 'how' of teaching and learning with emphasis on the quality of the trainer/trainee interaction, becoming a more skillful practitioner in teaching and a more effective manager of learning. Management of learning will involve the organisation of the practice and the local resources for learning but these are treated separately in aspect 4.

The lack of any specification of the scope of knowledge expected of course members is particularly apparent here with the long list of topics in 11 to 13. This section functions here simply as a checklist for further detailed course planning. Other sections go into more detail and are more closely related to the specifications needed for particular aspects of the course.

3.1 ASSUMPTIONS

See aspects 1 and 2.
1. Tendency for many (but not all) members to leave trainees to pick up what they can from occasional discussions.
2. Tendency to tell them the right answers.
3. Little knowledge of education and educational psychology.

3.2 VALUES AND GENERAL ORIENTATION OF THE COURSE

1. An active and directive policy of encouraging the trainee to ask the right questions, explore own and others' assumptions and needs, to test their adequacy and come to own conclusions within a comprehensive framework of the G.P.'s role.

2. Stress on importance of feedback for both trainer and trainee.

3. Fostering independence so that the trainee will continue education when the trainee year is over.

3.3 AIMS AND OBJECTIVES	3.4 ACTIVITIES	3.5 WHAT IS TO BE ASSESSED	3.6 METHODS OF ASSESSMENT
ATTITUDES Away from:			
1. Authoritarian and rigid attitudes.	READING LECTURES FROM COURSEMEMBERS STAFF AND VISITORS GROUP DISCUSSION AND REPORTING. DEMONSTRATIONS, ROLE PLAY, FILMS, TAPES, PROJECTS, SYNDICATES.	How far the course has influenced members in relation to attitude objectives.	ATTITUDE QUESTIONNAIRES. INTERVIEWS. OBSERVATION. WRITTEN COMMENT ON TEACHING.
2. Belief in the adequacy of small range of teaching techniques.			
3. Stereotyped view of trainee's motivation, expectations style of working and interests			
4. Regarding trainee as having a passive role.			
Towards:			
5. Non-authoritarian flexible attitudes.			
6. Wanting to learn, apply and develop a wide range of techniques.			
7. Valuing independent activity of trainees and involvement of them in planning trainee year.	Group discussion and role play with trainees.		
8. Wanting to create a positive, open, trusting, free and self-critical teaching and learning atmosphere.			
9. Wanting insight into trainee's expectations, motivation and performance.			

3.3 AIMS AND OBJECTIVES	3.4 ACTIVITIES	3.5 WHAT IS TO BE ASSESSED	3.6 METHODS OF ASSESSMENT
10. Wanting insight into own motivation and performance.			
KNOWLEDGE			
11. Knowledge of Principles of Learning - communication problems - emotional aspects. - feedback, motivation, reward and punishment, active and passive learning etc.	Emphasis on derivation of principles from practical activities.	Not assessed directly. See column 3.6	Expressed in attitudes and skills and in course members' statements and questions, discussions, interviews, reports and general feedback activities during the course.
12. Knowledge of Teaching/ Learning Techniques - lecturing - use of aids. Tutorial - Teaching/demonstrating on specific cases a) medical aspects b) interviewing aspects -small group discussion -case studies and reports -syndicate work -projects			
13. Knowledge of Evaluation methods: -observation techniques -interviewing -reports and questionnaires			
SKILLS			
14. Ability to use variety of techniques (mentioned in 12 above) effectively in relation to different objectives.	Preparation delivery and criticism of short talks and case studies.	Ability to prepare and deliver a lecture using appropriate aids. Ability to teach from consultations both in terms of: a) medical knowledge b) interviewing consultation techniques.	See above (early and late in the course). Comparison of trainers' comments and criticisms of recorded teaching: lectures, role play group leadership Evaluation of group self-criticism and analysis. No direct evaluation possible with own trainee, except through interview.

3.3 AIMS AND OBJECTIVES	3.4 ACTIVITIES	3.5 WHAT IS TO BE ASSESSED	3.6 METHODS OF ASSESSMENT
15. Ability to cope effectively with a wide range of teaching problems associated with a)different types of illness and b)different types of patient. To include two aspects - sensitivity of trainee to doctor/patient relationships and medical treatment. Areas where particular difficulties may be experienced due to the nature of the problem, patient-trainer-trainee relationships, or inadequate coverage in medical school. a)Social-Behavioral Problems e.g. adolescence, deliquency, drug dependency, alcoholism; liason with social workers healthvisitors etc. b)Psycho-Sexual Problems e.g. Impotence/frigidity, homosexuality, marital problems, contraception. c)Management of Chronic and Terminal Illness geriatrics, bereavement d)Psychiatric Illness Management of serious psychiatric illness, hospitalisation voluntary and compulsory, recognition of psychiatric illness presented with organic symptoms. e)Doctor-Patient and Trainer-Trainee Communication the emotional component of doctor-patient and trainer-trainee relationship, patients hostility and fear of doctors, cultural differences	Role play (of consultation and tutorials) acting, observation and discussion. Group discussion, acting as group leader. Observation of groups. Syndicate work reporting. Project work reporting. Role play within each of the main areas. Group discussion of teaching problems in relation to all aspects	Ability to prepare and give tutorials Ability to run and participate in group sessions. Ability to guide project work.	Indications from attitude and teaching skill evaluations and from interviews.
16. Ability to interact and develop an understanding relationship with the trainee which will make the teaching/learning process most effective.	Role play, group discussions with trainees about their role and relationships within the practice	Quality of interaction with trainee.	Questionnaire. Observation of role play and discussion. Course members' ratings of role play behaviour.
17. Ability to develop and use insight into own motivations and performance to improve teaching.	Group discussions on motivation and self-knowledge.	Level of insight into own behaviour and application to teaching.	

3.3 AIMS AND OBJECTIVES	3.4 ACTIVITIES	3.5 WHAT IS TO BE ASSESSED	3.6 METHODS OF ASSESSMENT
18. Ability to fit general programme to individual needs. 19. Ability to select appropriate techniques for particular objectives. 20. Ability to organise objectives and methods into a meaningful programme for the trainee year with options to take account of individual differences.	Group development of trainee programme. Group discussion of problems of fit. Trainers and trainees devising individual programmes as group exercises. Case studies of programmes presented by trainers who have trainees.	Ability to plan general programme for trainees. Ability to fit general programme to individual needs	Evaluation of group reports on trainee programme. Evaluation of group discussion of 'fit' and individual reports for specific trainees.
21. Ability to liaise with colleagues in medical and non-medical areas to arrange suitable exchanges, placements, follow-up of patients etc.	Interdisciplinary groupdiscussions.	Ability to liaise with colleagues.	Observation of group discussions as examples of liaison and discussion of liaison issues.
22. Ability to design and use a variety of assessment methods to analyse and improve both teaching and learning. 23. Ability to integrate assessment methods into comprehensive meaningful design.	Group development of assessment design. Practice in evaluating role play, group work, reports, and the trainers course itself. Practice in assessment; interviewing..	Ability to design and use a variety of assessment methods: Observation techniques. Interviewing (viva) Reports. Questionnaires. Ability to integrate different methods.	Assessment of group reports on evaluation design. Assessment of course members' evaluation of role play etc. Assessment of course members evaluation of trainers course.

ASPECT 4 Organisation of practice and community setting for teaching.

The last aspect is more concerned with the teaching/learning environment - developing an appropriate setting in which the trainee can make effective use of the resources of both the practice and the wider community.

4.1 ASSUMPTIONS

1. Trainers rely excessively on own practice as the basis for all teaching.
2. Incomplete or inadequate links with Local Authority, hospital and other resources for organising joint teaching of trainees.
3. Records not well adapted to teaching.

4.2 VALUES AND GENERAL ORIENTATION OF THE COURSE

1. Recognition of teaching role of all members of the practice teams.
2. Importance of good communication within the practice.
3. Importance of good record keeping for teaching.
4. Need for organisation of the practice to fit in with educational needs of trainee - both inside (in service) and outside the practice.

4.2 5. Encouragement of on going research activities in the practice.
6. Need for good co-operation, preferably on a personal basis, with local hospital consultants, medical officer of health, director of social services, organisers of other services in the community and other community workers.
7. The development of activities for teaching should benefit the trainer and the practice as well as the trainee.

4.3 AIMS AND OBJECTIVES	4.4 ACTIVITIES	4.5 WHAT IS TO BE ASSESSED	4.6 METHODS OF ASSESSMENT
ATTITUDES Away from: 1. Rigid belief in only one style of practice. 2. Belief that trainee has to put up with existing practice even if facilities are inadequate. 3. Denying the value of the contributions of other disciplines to the education of trainees. Towards: 4. Recognising that different styles of practice are likely to continue. 5. Recognising that adaptation of practice routine and facilities may have to be made to accommodate trainees and/or students. 6. Willingness to cooperate with other members of the practice staff. 7. Willingness to cooperate with other organisations and individuals. 8. Willingess to develop practice research activities and record system.	PREPARATION OF TALKS AND DISCUSSIONS ON TOPICS RELATED TO PRACTICE ORGANISATION. GROUP WORK AS PART OF DEVELOPMENT OF PRACTICE ORGANISATION OBJECTIVES FOR TRAINEES. PROJECT SYNDICATE WORK ON RELEVANT TOPICS AS EXAMPLES OF GENERAL PRACTICE RESEARCH. INTERDISCIPLINARY MEETINGS E.G. WITH HEALTH VISITORS, SOCIAL WORKERS, HOSPITAL CONSULTANTS AND JUNIOR STAFF.	Attitudes towards organisation of practice and community setting for teaching (4.3) Trainers own practice organisation in relation to items in 4.3. Programme of work of trainees (in practices with a trainee). Individual and group research projects by course members based on practice activities.	ATTITUDE QUESTIONNAIRE. INTERVIEWS. OBSERVATION OF COURSE MEMBERS' CONTRIBUTIONS TO GROUP DISCUSSIONS, PROJECTS AND INDIVIDUAL LECTURES AND REPORTS. WRITTEN COMMENT ON TEACHING.
KNOWLEDGE 9. Aspects of practice organisation that should be demonstrated especially communication and cooperation with para-medical workers.		Knowledge of own practice and local community organisations and	Knowledge assessed primarily from individual reports on local practice and community

4.3 AIMS AND OBJECTIVES	4.4 ACTIVITIES	4.5 WHAT IS TO BE ASSESSED	4.6 METHODS OF ASSESSMENT
		facilities as a setting for teaching in relation to general points in 4.3 K9-14.	organisations and facilities and observation of group discussion on these.
10. Of roles of different staff/para-medical workers. 11. Buildings and equipment and standards by which to judge them. 12. Availability of journals and reference books. 13. Of efficient record keeping. 14. Research activities useful in teaching. 15. Own practice and local community organisation and facilities for teaching in relation to general points above.			
SKILLS			
16. Skill in organising trainees' timetable to fit practice routine allowing time for study, hospital attachments.	Group discussions and case studies of timetable problems and planning.	Skill in organising timetable.	Analysing individual case studies and observation of discussions.
17. Skill in organising practice research.	Project and syndicate work-evaluation discussion. Presentations and discussions by members and specialists - role play, tutorials. Lectures and interdisciplinary group discussions on communication and co-operation.	Skill in organising practice research.	Project and syndicate reports and discussion.
18. Skill in monitoring practice activities.		Skill in monitoring practice activities.	
19. Skill in organising and using records in teaching.		Skill in using records in teaching.	Evaluation of role play and case presentations.
20. Skill in using communication and co-operation with other medical and para-medical workers in teaching.		Skill in using communication and co-operation to improve teaching and learning.	Evaluation of lectures, group discussions.

5. Discussion

We hope that this analysis will be useful to all who are concerned with planning new courses or re-organising existing courses. Although it is not radically different from previous analyses it does attempt to integrate a wider range of issues and relate them to the context in which the course must operate, even though it does not attempt to look at the dynamic aspects of course activities or administration. Its relationship to the timetable is not discussed but it is suggested that this type of analysis can make it easier to integrate both the detailed planning of particular sessions and the general administration of courses into the main aims of the course.

For those who are concerned with general practice teaching we would hope that the content as well as the form will suggest a different range of possibilities which will add to their own thinking in the area.

This is certainly not a 'final version' and experience of the development of the course over the last three years has made it clear that objectives arise not only from thinking about what courses are designed to achieve but from the way they actually run; objectives are constantly modified and extended from interaction with the process of teaching and learning.

References

Beard, R.M. 'Teaching and Learning in Higher Education' Penguin 1972

'Conference on Objectives in Higher Education' London University Institute of Education,1969.

Bloom, B.S. Ed. 'Taxonomy of Educational Objectives'. The classification of educational goals. Handbook 1. Cognitive domain. New York. McKay 1956.

Bloom, B.S., Hastings, J.T. and Madaus, G.F. Eds., 'Handbook on formative and summative evaluation of student learning', New York, McGraw Hill, 1971.

Eisner, E.W. 'Instructional and Expressive Educational Objectives, their formulation and use in curriculum' in 'AERA monograph series on curriculum evaluation. No.3 Instructional Objectives' Rand, McNally, Chicago 1969

Goodlad, J.I. 'Final Report contract No.F8E - 80,Project No.254'. Institute of Development of Educational Activities' UCLA,1966.

Niblett,W.R. and Pole K. 'Objectives in Higher Education' in Contemporary Problems in Higher Education' Butcher H.J. and Rudd E. McGraw Hill 1972.

Pace, R.C. 'Thoughts on Evaluation in Higher Education' Am. Coll. Testing Prog.,Iowa, USA, 1972.

Schwab, J.J. 'College Curriculum and Student Protest' Univ. Chicago Press, 1969.